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## Educational Writings

### REVIEWS AND BOOK NOTES

*Guiding practice teaching.*—There have been a great many books written for teachers setting forth the principles of classroom technique, but there are very few books telling school principals and supervisors anything about the way in which to perform their tasks. There must, however, be system and order in supervisory procedure if it is to succeed, quite as much as in the procedure of the classroom. This becomes especially apparent in training schools where the main problem is to supervise beginners who are entering on the teaching profession.

It is to meet the demands, first, of a training school, and then of the whole field of supervision, that Mr. Nutt has prepared a handbook on supervision.<sup>1</sup> The purpose and scope of the book are well described in the summary paragraph with which chapter ii closes:

The supervisor must carry out eight distinct pieces of work. He must lay the basis for effective co-operative teaching; select and organize the subject-matter of courses of study; teach for purposes of demonstration and experimentation; direct systematic observation; direct the teaching activities of his teachers; check up the progress made by the pupils; measure the efficiency and progress of his teachers; and measure the efficiency of his own supervising performances. The performance of these various pieces of work demands thorough training pointed specifically to these distinct activities (p. 32).

In order to give the requisite training in each of the eight tasks enumerated, Mr. Nutt has outlined in detail the items to which the supervisor must turn attention. What one should look for in supervising the physical conditions is carefully detailed in a list enumerating all that one ought to look for in the classroom. Another list tells the virtues or defects to be observed in the making of an assignment. Another tells the points to be noted in evaluating teaching. Throughout the book there are analytical lists of all the matters to which the supervisor must give heed.

The method adopted by this author is one which opens up the whole problem of the supervisor with a minuteness that has not hitherto been sug-

<sup>1</sup> HUBERT WILBUR NUTT, *The Supervision of Instruction*. Boston: Houghton Mifflin Co., 1920. Pp. xvi+277.

gested in educational writing. There can be no doubt that the book will serve to make supervision direct and specific where it has too often been without definite aim or order of procedure. The book is to be welcomed as one of the first serious and successful attempts to create a specific literature for supervisors.

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*Junior high school.*—There are two types of writings on the junior high school; one type issues from the author who has strong convictions and a desire to help in the promotion and guidance of the movement; the other is the work of an author who laboriously summarizes what the other people think about the new school and are doing to bring it into being. Professor Briggs has written a book of the summary type.<sup>1</sup> The reader finds tables telling how many schools there are, what kinds of teachers there are in them, how they are housed, and so on. Page after page of quotations repeat the views of Charles Hughes Johnston, W. C. Bagley, the Committee of the North Central Association, the National Education Association Committee, and others. There are chapters which detail once more the arguments for and against, and judiciously decide that on the whole we are for the movement. There are reports of what the author has seen in Iowa and New Jersey, and statements of what principals are doing in New York and Indiana.

After one has gone through the book one feels that he is informed, but hardly more so than before. Anyone who has had in hand the excellent summary prepared by Douglass for the *Fifteenth Yearbook of the National Society* and the full report of the North Central schools prepared by Davis in 1918, has little added to his stock of knowledge by this book. It would not be fair to omit the statement that there are some new facts in the book; these serve to bring matters down to date. In general, however, the facts are all of the same magnitude as those already in the possession of educational readers.

What the junior high school movement needs at the present juncture is not self-consciousness of its past, but outlook into its future. It needs not another omnibus recount of what everybody has done, but stimulating suggestions as to what is required to make this movement a dominant phase of American education.

Professor Briggs seems to be aware of this need from time to time. For example, in his chapter on "Curricula and Courses of Study," he is very critical of the lack of vigor shown in formulating a new program of studies. On page 195 he says:

After studying the data given in this report and those by Douglass and Davis, one cannot but be convinced of a general and widespread dissatisfaction with curricula and courses of study for the intermediate grades; of a lack of definiteness in programs for reform; of approval by the country at large of earlier differentiation after

<sup>1</sup> THOMAS H. BRIGGS, *The Junior High School*. Boston: Houghton Mifflin Co., 1920. Pp. x+350.